On the one hand . . . I don't know, I don't know . . . on the other hand

THE CAMPUS

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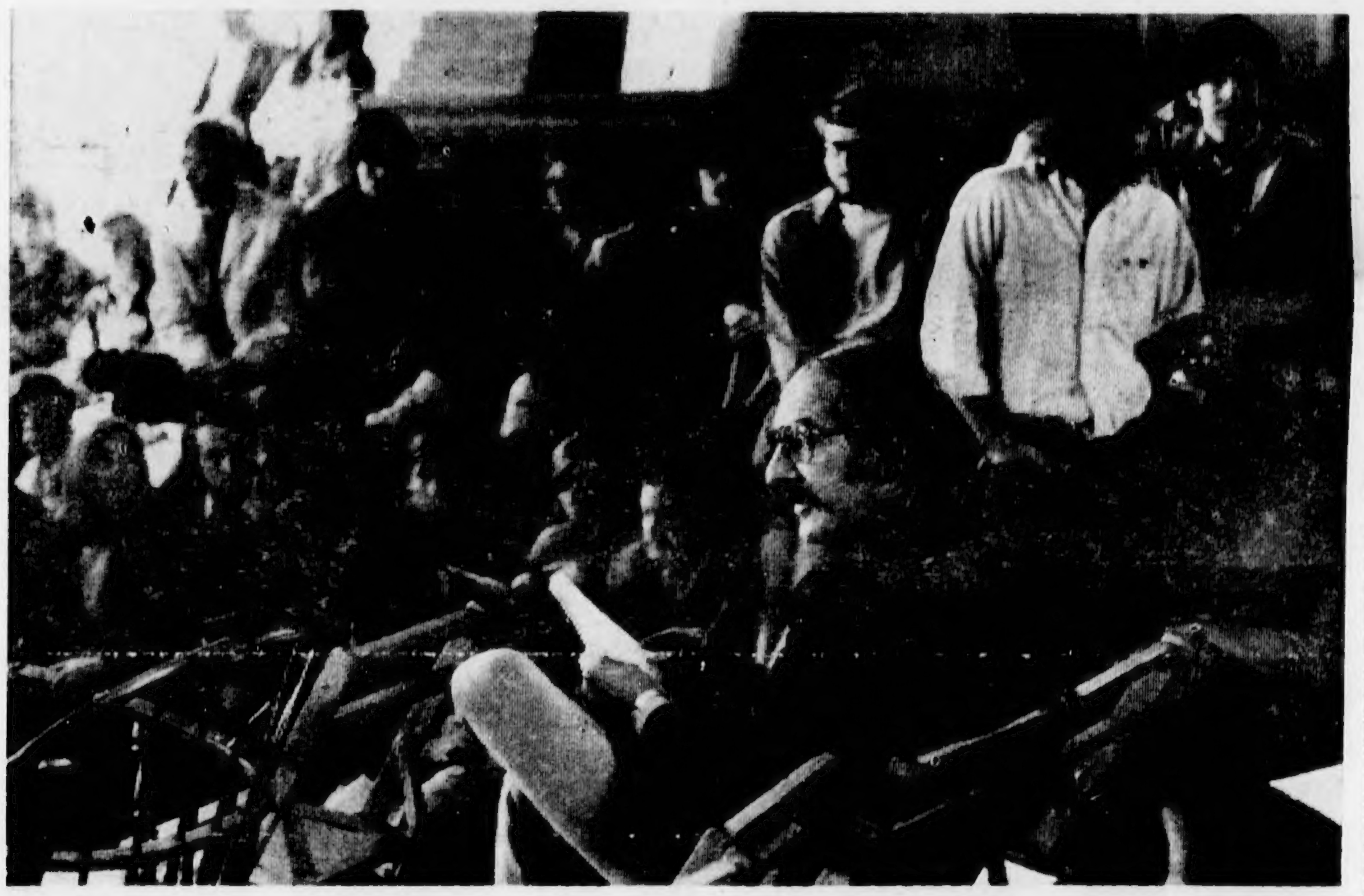
250 Students Protest ROTC

(Photo by Braun)

(Photo by Braun)



(Photo by Braun)

Deadline Set For ROTC Talk

The faculty passed a resolution Monday setting deadlines for the upcoming negotiations with the Army on altering the status of ROTC here by a vote of 64-27. The measure reads as follows:

The Faculty Resolves

1. that if substantive negotiations with the appropriate government authorities have not been entered into by October 1, 1969 the Faculty shall formally consider cancellation of current contractual relations with ROTC no later than the November Faculty Meeting.

2. that if substantive negotiations with appropriate government authorities can be concluded prior to May 19, 1969, the Special Committee on the status of ROTC shall present its recommendations to the Faculty at a special meeting in May.

Chairman of the ROTC committee, D. K. Smith and Dean of the College Dennis O'Brien drew up the proposal, and O'Brien presented it to the faculty. O'Brien stated the faculty has no power to make changes the contract with the Army must be negotiated by President Armstrong and the Trustees. He called on faculty members to vote in the resolution to show that they would not accept interminable discussion with the Army.

Associate Professor of English, Robert Pack proposed that the faculty should make a positive statement of position on ROTC rather than the existing statement presenting the "belief" of the faculty.

Associate Professor of English, David Littlefield expressed concern that should negotiations be allowed to drag on into next semester that a phasing out of the ROTC program would be stalled by one more year.

Instructor in English, William Kerrigan advocated a faculty vote calling for the abolition of the ROTC program outright. Those who voted against O'Brien's proposal hoped to have it voted down so that a stronger measure could be presented.

President Armstrong opened the meeting by reading the statements on ROTC presented by the Students before the meeting began.

Armstrong announced that he had contacted a Col. Livingston at First Army Headquarters who said that he and a team of negotiators would be coming to Middlebury very shortly. Livingston's group will be empowered to negotiate a new contract.

Governance Commission

The faculty also voted to create a Commission to Review College Governance. It is hoped that committee members can be

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Sit-In At Faculty Meeting

Over two hundred and fifty students waited silently for the faculty in Willard Lounge last Monday to demonstrate their concern with the slow progress being made on the ROTC question. A student position paper was left on each faculty member's seat, and a student presented the paper to President Armstrong and the faculty before the faculty meeting was officially convened. The students then filed out and dispersed allowing the faculty to begin their three hour meeting.

The four points of the student proposal are aimed at having the faculty take a positive stand on demanding that ROTC be made an extra-curricular activity in all particulars. The four points read as follows:

1. Officially designate ROTC an extra-curricular activity.

2. Withdraw academic credit from all military science courses.

3. Deny faculty voting status and academic titles to all ROTC instructors.

4. Formally dissolve the Department of Military Science, delete the Military Science section from the College catalogue, and list ROTC in the catalogue only as an extra-curricular activity.

The demonstrators gathered slowly between three-thirty and four. All the students were assembled well before the first faculty members arrived. There were a number of ROTC cadets among the demonstrators.

At approximately four-fifteen Dick Bittman presented the students' proposal to President Armstrong. Bittman requested that the statement be read into the minutes of the faculty meeting and stated that the students wished to leave before the faculty meeting was officially convened so that no one among the faculty might mistake the students' presence as a form of intimidation. He termed the proposal "extremely moderate" and said that with regard to possible faculty action of the measure any compromise of these points would be unfortunate.

Henry Maciejewski then presented a more radical proposal to Armstrong calling for the abolition of ROTC at Middlebury. His statement calls the existence of ROTC "another stumbling block toward ending the alienation between the privileged class and the vast unprivileged class of this country — another opportunity for the well-to-do to witness the stupidity, boorishness, etc. of the poorly educated, the blacks, etc. to impress upon the successful officer-graduate his own economic and social distinction." Maciejewski's statement urges the faculty to remember the words of Voltaire: "What! A mad dog enters my house and destroys my family, and you ask me what shall I replace it with?"

Maciejewski represented only a handful of the students present.

Armstrong then asked if he could speak to the students but Bittman replied, "Dr. Armstrong you can call us anytime you want, but this is our demonstration — let's go students." The students then left the Lounge.

Hello Maureen wherever you are.

Student Senate Approves Structure Re-organization

By KEVIN DUNN

The Student Senate re-organized itself for next year, by voting last Sunday to reduce the number of senators and to change the constituent body from the dormitory to the class.

The change, which was approved after a long debate, is a move towards what Senate Chairman Bill Stearns called "a small deliberative body which is a well-informed body." Stearns said that the constitutional amendment was sorely needed as a remedy for the pitiful attendance and the unwieldy debates which have characterized this year's Senate meetings.

In March of each year, the student body will elect five members-at-large from the outgoing Senate; the presence of these five will assure continuity from one year to the next.

The five Senators-at-large will then conduct elections for five Senators from each class. Elections for Senators from the incoming Freshman class will be held in October of the following year. These three sets of elections will yield twenty - five Senators — as opposed to forty-five under the present system.

The Dormitory Councils will still exist as the agent for dorm legislation, and Dormitory Presidents will attend all Senate meetings as non-voting members; the members of the Dormitory Council will be elected at the beginning of each semester.

Other non-voting members of the Senate will include three faculty members (to be elected by the faculty). All student voting members of all College student-faculty committees will be asked to attend.

All representatives to the Student Senate will be elected by secret ballot after the candidate has submitted a position paper to the electing body. This new procedure will replace what Stearns called "the very sloppy method of selection" which characterized last fall's elections, in which many students knew nothing more than the names of their Senators. Stearns wanted the elections to be more of a "political event" and less of a "social event."

The debate over the amendment centered around the question of reapportionment: the inequality of the numbers of students in each class inspired proposals for giving each class a different number of Senators (according to size), or for retaining the present system of dorm-elected Senators.

It was decided, however, to elect five from each class, even though the classes get smaller as you progress from Freshman to Senior since the experience gained by Seniors offsets their numerical inferiority to other classes.

The Senate reverted to the class as the electing unit because it was felt that the stu-

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BSMU Protests Admissions Dep't Aid Money Mix-Up

The Black Students For Mutual Understanding has protested to the college administration that two of the poor black high school students accepted as members of next year's freshman class were not offered financial aid sufficient for them to enroll at Middlebury.

The BSMU's protest and the Admissions Department mix-up responsible for the denial of aid to the two students came to light at last Friday's College Council meeting.

Dean of the College Dennis O'Brien revealed at the meeting that 22 black students have been accepted as members of the class of 1973 and that seven more have been placed on the "waiting list." Of these 22, three received with their acceptances a letter which recognized their need for financial aid but explained that the College could not at present offer it to them because of budgetary limits and the large number of other financial aid applicants.

The additional letter was the same one received by 126 other accepted students who were denied the financial assistance they requested from the college. Approximately 1000 letters of acceptance were sent out to fill 420 places in the freshman class.

The problem concerning the two black students who were denied financial aid arose over the fact that these same two black students were among the four who visited the campus on April 8-9 as the special guests of members of the BSMU. The BSMU which arranged the visit had originally invited 15 of the blacks that the Admissions Department planned to accept later that month. Only four were able to come, however.

The problem, according to O'Brien, was that two of these students — who had been virtually assured of admittance — were among the three black students not offered aid. The two students, one of whom was also accepted with full scholarships to Dartmouth and Princeton, wanted very much to come to Middlebury. Each was quite upset over the rejection of his financial aid request, and each contacted members of the BSMU who went to President Armstrong last Friday to demand an explanation. One of the students even called the college and spoke directly with O'Brien.

O'Brien explained at the College Council meeting that Director of Admissions Fred Neuberger had had reservations about inviting the 15 black students to Middlebury for the April weekend because at that time the financial aid budget was not yet determined and he allegedly did not know how much money was going to be available. While Neuberger, at that time, could have guaranteed that all 15 would be admitted, it was not certain whether all would receive the amount of financial aid requested. As it turned out, two who came did not.

According to O'Brien, the big mistake made by the Admissions Department involved the form letter which is sent to all applicants who do get admitted but don't get the aid they asked for.

The letter explains that the college's financial aid resources are divided among those applicants who "have the most pressing need." As O'Brien pointed out, this explanation may seem rather strange to a disadvantaged black student with $3,500 worth of need.

"All I can say," said O'Brien, referring to the Admissions Department's form letter, "is that some one better get back to their mimeo machine."

O'Brien cited a form letter used in similar situations by Bowdoin College as a more appropriate one. The Bowdoin letter tells the applicant that after the college has learned which accepted students are not enrolling, there may be more money available, and thus the student's application for financial aid will be reviewed.

O'Brien said this was the usual procedure at Middlebury and that some of those applicants originally denied financial aid later receive it when left - over funds are redistributed. The dilemma for the Admissions Department, he said, lies in choosing between giving the money to a black student who is assured a place, with full scholarship, elsewhere or giving it to some other student who does not have

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Photo by Braun

News Shorts

Editor's Note:

We regret that we are unable to run a review of the excellent recital given by Susan Graves and Diana Egbers last week. Both students played their pieces, which were extremely difficult, with clarity and a fine sense of musicianship. We hope to see more of this sort of thing next year.

A. G. S.

Venus and Adonis

John Blow's opera, Venus and Adonis, will be presented next Thursday and Friday nights in Wright theater.

The cast includes soloists, Nancy Krumm, Eddie Seymore, and Marjorie Balgooyen, a chorus (of shepherds, courtiers graces etc.), a group of dancers, orchestra, and eight little cupids. Admission will be charged reluctantly to meet the costs of production.

The Soft Skin

The Soft Skin, the last of this years Concert-film presentations is being offered on Saturday night, at 7:00 p.m. in Dana.

Freshman Integration

Freshman and upperclassmen will live in "mixed dorms" for the first time next year. Every other floor in Gifford, Stewart and Hepburn will house freshmen. The floors in between will house upperclassmen.

The measure was formulated in response to growing dissatisfaction with the present system under which freshmen are segregated in Hepburn and Stewart, two of the less desirable dormitories. The new plan is intended to increase the freshmen's exposure to upperclassmen, without illiminating the opportunity for contact with members of his own class. The proposal, submitted by Dean of Men Bruce D. Peterson, was approved by a wide majority in the Student Senate Sunday.

Exhibit and Recital

There was a student recital yesterday at the opening of the student art exhibit in Johnson at 4:00 - 6:00 p.m. Works performed included Berg's piano sonata, and Mozart's C minor Fugue for two pianos as well as other pieces. The art on exhibit has been executed by students in the year 1968-69.

Classroom Environment

By WILLIAM HARRIS

We live in a period in which college campuses consisting of "all new" materials are springing up like mushrooms. But the basic cubicle which houses the confrontation of teacher and student remains painfully like the classroom of forty years ago. New buildings have better lignting and a brighter, new look. But row on row of hard chairs face a table and chair ensemble and the teacher finds virtually nothing new save skin deep decor which would remind him that he is speaking in the third quarter of the twentieth century.

I wish to sketch out a few remarks which can lead to some experimental stations on the Middlebury campus. We are going to be limited by expenses in this as in every educational venture, but we must not be limited by restrictions which we ourselves place on hardheaded imagination. This, as we know, is the primary academic illness.

First, a basic teaching room must be physically adequate. It is clear that most of the rooms in which teaching is performed in this country are not sufficient. Among basic requirements are:

1) Sufficient light. The student should not pore over a text or his own notes in a quarter of the light he would use in his own studyroom.

Daylight is immensely variable, and sets of the new kinds of self limiting glass should be used, or as a weak second, photo controlled shutter systems. Color is critical in all lighting considerations, and can be far more involving than color seen as simply reflectivity. Further no large room should be painted without serious consideration given to murals. Artwork which leads the eye around corners and confuses the planes of a rectilinear box need not be seen as conflicting with the instructor's message, and it may be coherently argued that two channel stimulus will provide greater selectivity on each channel for the audience.

Heat is a perennial problem and needs special study. I suspect that after a room in which thirty students sit comes to full operating temperature by heating systems and body heat, only ten minutes of the classroom session have elapsed, and little or no heat need be applied for the rest of the session. Silence and automatic control are musts. In any case the opening of windows manually by the teacher and any cooperative students is quite clearly against the purpose of teaching, in that it interrupts the flow of the teaching hour and admits uncontrolled quantities of untempered air which mixes with the stale air in the room in very random manner.

2) Secondly, we must speak of minimum standards for teacher and student. Sound control obviously is paramount and at the present state of the audio engineer's art virtually totally controllable. Use of suitable anechoic surfaces engineered to work with, rather than merely damp out the teacher's voice must be utilized, and it must be borne in mind that education may be a two way thing at times, and the teacher, from wherever he stands in the room, must also hear the students. Sometimes zeal in sound dampening goes too far.

Tape set up and phonograph are at any point in humanities work liable to be required, and it would seem best to have every room equipped with relatively inexpensive equipment, not so much with the idea that is will be used, but that it may influence teachings techniques by being there, and thereafter be used. Machines have a great way of finding uses for themselves.

Overhead projectors can probably replace blackboard in many fields, and incidentally remove some of the grade school aspects of academic classroom decor. A blackboard is not in itself, considering hue and value, a wonderful object to contemplate. And should not a real desk with pencils, papers, scrap basket, drinking fountain, audionotebook and other conveniences of our age be parts of the teacher's tools at hand?

3) And then, the most important thing, we must speak about the classroom as an environment. We are well aware of the intimate meaning of this word in factory efficiency terms, in our housing, in churches, in hotel lobbies and in waiting rooms. In our classrooms we seem to have neglected environment completely.

A preliminary survey would indicate that we still face the teacher who stands or sits on a straight chair with his back to the wall or blackboard (for protection against surprise attack?)

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Student Societies Report

BY TED HOBSON

The Planning Committee on Student Societies has recommended to the College Council guidelines for determining student membership in the new societies.

The Committee suggests 1) that all incoming freshmen be randomly assigned before they arrive, according to room blocs; 2) that all students eating in the societies will be upperclass students, and will sign up for one of the three societies; 3) that all upperclass students will have the option of a vote in any one of the societies.

The Committee recommends that freshmen continue to eat in Proctor Hall because of the physical limitations of the societies. Students presently at Middlebury will not be forced to join any one society. For the first three years, the societies would be composed of students who picked one of them. After that, the units would hopefully be "microcosms" of the College incorporating students picked at random.

The Committee agreed that both eating privileges should not be restrictive. A motion passed by the Committee states that students should have "flexible" eating privileges. The student societies can feed 200 students apiece, 600 in all.

It also agreed that society memberships could be changed, though changes would not be encouraged. It was decided that memberships for incoming freshmen would be arbitrary so as to avoid 'rushing.'

The new societies, scheduled for completion in September, are located between the new dormitories and the Chateau. The stated purpose of the societies is to integrate the social and academic aspects of student life.

In an interview with the **Campus**, Dale DeLetis, Director of Student Societies, said that "the student societies will in some ways revolutionize student life at Middlebury." The societies will attempt to integrate students and faculty members in an 'informal" atmosphere. DeLetis noted, "If the faculty offices are placed there, and if we get a committed group of faculty, which is willing to spend some time with the students, this can benefit the student immensely. At the same time it will benefit the faculty even more. I myself can't teach a course unless I have some sense of where my students are, not only academically, but I also mean emotionally."

DeLetis feels that the societies should not be considered student unions. "If they're only recreational, then we'll have another Proctor. If they're only recreational, then they won't serve much function at all."

Addressing himself to the academic function which the societies are to serve, DeLetis stated, "One of the things the teachers forget is that they're teaching not just subject matter, but that they're also teaching a person. And if they don't have some sense of the person that is in the classroom, it will be very difficult, finally, to reach the person through the subject matter, and to get to know the person."

The societies are to be provided a budget of a presently undetermined size for academic and social functions. DeLetis said that the activity will "very much depend on the imagination and the creativity" of society members. Other than such proprograms as drama and poetry reading, DeLetis said that the societies would probably "invite people to come here and be in residence. That's extremely important." He said that he thinks "they will provide a kind of needed informality among small groups, which cannot be attained anywhere on the campus now."

The Planning Committee has asked that fireplaces be included in the societies, and is studying the possibility of incorporating a woodworking shop, a darkroom and other facilities into the societies. Other possibilities include "credit courses on contemporary problems or on those topics of student concern."

Stuart Parnes, a member of PKT fraternity, has been appointed to the Committee by DeLetis. Dean of the College Dennis O'Brien is a voting member of the Committee.

A small concrete marker in the heart of the Kansas grass county designates the Geodetic Center of North America. Located on private land near Lucas, the marker provides the beginning reference point for all property lines throughout the United States, Mexico and Canada.

Community Projects

By CHRIS SANBORN

Middlebury students are involved in several community projects which promise to be full-time operations: the Day Care Center and the Teen Center.

Both projects are a part of the Addison County Community Action Group, an organization dedicated to help improve conditions in the county.

Francie Marbury, campus coordinator of the Day Care Center, stated that, although the center will start with hours from 9 a.m. to 12 noon, next year it should be a full - day program suited for working mothers. Operating from the Congregational Church, the center will open this Monday with Rita Teusch, director, and Mrs. Peg Martin, advisor.

There are 15 students who have volunteered to work at the center. Miss Marbury said. Next year, if plans are successful, a Vista worker will be in charge of the center. Conceivably, with sufficient people, material, and support the day care center could become a pre-kindergarten preparatory center.

Judy Hazlett, student co-ordinator for the Teen Center, stated that the Teen Center "is not an organization but something that is really alive."

Dependent on the people in the Middlebury community, the center's central purpose, she said, is to "help the teenagers express their latent interests."

The center will not open until the end of May, for repair work and redecoration are being done by the high school students.

Right now the center needs bands and folk singers for Saturday night entertainment, Judy stressed. Preferably they would be volunteers, but a small fee could be paid.

Judy indicated that next year the center would be open to college students both afternoons and evenings so that they might share or cultivate interests with the teens. Creativity is the key, Judy stated. This could come in many forms: from crafts, photography, stain glass making, pottery to poetry reading, movie making, or sewing.

Since the teen center is now working on a library and game room, any old records, books, games or cards would be greatly appreciated, Judy said.

Anyone interested in either program should contact Judy Hazlett, Box 238 or Francie Marbury, Box 1341.

In addition to these two programs there are many others sponsored by the Addison County Community Action Group: tutoring, repairing and collecting furniture, Christmas project, transportation, co-operative restaurant, job training and clothing. Anyone interested in learning more about what he can do for the community and county should call or see Mrs. Dennis O'Brien.

Lax and Tennis Rate as Best '68 - '69 Teams

Tennis Team Enjoying 6-1 Spring

By **NAT AYER**

The field house late in the afternoon, actually early evening. A group of students and two older gentlemen stand against the wall under the clock that doesn't work. On the middle court four tennis players battle out a doubles match. The score is even in the game, but John Stevenson and Jim Russell are one up in the set. The match will decide whether Middlebury or UVM wins. Deuce points come and go, and then John volleys the ball down the middle. Both Vermont men leap, but leap in vain. Middlebury had won, again defeating their state rivals, even with the abscence and default of number one singles, and a pulled muscle in Stevenson's thigh.

While the lacrosse team is having its finest season ever, the tennis squad also rates recognition as one of the two most successful teams this year. Their record, with two matches remaining, stands at 7 - 1.

One additional attraction in this match was the presence of John Mallouk, who obliged to play Vermont's number one man unofficially. John has not played much more than ten times or so in the past year, and cannot play on the team because of transfer regulations. Two years ago, however, he was ranked third in intercollegiate New England play, and there is no one now playing whom he hasn't beaten. Playing in those, those beautiful corduroy pants, and blue shirt, and even sneakers, he overcame Woody Miller 6-4, 9-7.

Before Vermont the tennis squad won two more, defeating Clarkson 8-1, and St. Lawrence 5-4. The Clarkson match was a breeze, and it was only Goose Nichols who succombed. The St. Lawrence one was much closer. Their team had strong lead-off men, beating Bill Levin and Goose Nichols. Their first two doubles also won, and it was only the lower places that saved the Panthers.

Then came the Amherst match. By that time both Goose Nichols and Lou Mills had stopped playing (Lou has now returned), and expecting the trouncing they got, Mr. Carroll stuck me in at number two, hoping that perhaps we could get a set, or even a point, at a lower number. Well, we totalled 27 games: Stevenson (losing his first college match), Russell, and I lost love and love, while Chuck Davis got a game in each set. Dave Brautigam was the last off the court and only lost 2 and 3. Bill Levin, who played John Stekedy (he still wants to get back at Mallouk for beating him) was defeated 2 and 6. Russell was first off. Mr. Carroll was about to ask him when he was going to start his match when hr realized that it was already over. Davis' excuse for losing was "I had a tough time tuning up for the match!" No wonder, Charley's tone deaf.

After this 9-0 blanking at Amherst's raquets, the Panther team turned right around and clobbered RPI 8-1. One of their members made a priceless comment about how they might have to scrounge around the fraternity houses to get a couple of extra players. In any case it was Amherst Revisited. Only Bim Gander, another freshman called up to play in Dave Brautigam's absence, lost. Third doubles was highlighted by the presence of Putty Clark, a senior who wanted to play in a varsity match. His serve is amazing. At times it's impossible to see, and at others, you find yourself waving at a ball that isn't there.

The team is almost assured of a 7-2 final record. Although this is important, more so is the atmosphere of the squad. Mr. Carroll has produced a medium of informality, ethics, and competitiveness, and this should enable them to finish off the year in fine form.

Dartmouth & Ephs Fall Harrington Bags 8 Goals

By **GREG LEWIS**

With victories over perennial rivals Dartmouth 6-4 and Williams 10-7, the Middlebury lacrosse team brought its unfinished season record to eleven wins and one loss.

Dartmouth led a slow starting Middlebury team twice during the first half, once by a two goal margin. The Panthers, however, were quick to retaliate and were ahead of the Green 4-3 when the half was concluded.

During the break, Coach Morrone was quick to admonish his boys, and throughout the second half the play was of a much better quality. In the third and fourth periods, the Midd defense shut out a previously potent Dartmouth offense and the Panther offense themselves tallied three goals to finally win 6-4.

Tom Harrington, senior attackman, led the offense with four goals and one assist. Tri-Captain Harrington was definitely back to his old playing style. Senior mid-fielders Dan Redmond and Tri-Captain Ralph Sexton each got a single goal to round out the scoring.

At Williams, Middlebury played before a typically obnoxious [illegible] day crowd, whose cajoling words never took their intended effect upon the team. The Blue led throughout the entire game. Attackman Howie Richmond opened up with a goal in the first thirty-two seconds of play, and then later grabbed his second point by assisting midfielder John French.

The game was never totally monopolized by Middlebury however. Williams always had enough punch to keep themselves within reach, but the right amount of umph was never there to win.

The Panther defense seemed to be committing too much outside the twenty, and this mistake helped the Ephs to score several times. Both teams scored effectively during their power plays for a total of three goals each.

Tom Harrington led the scoring again with four goals and two assists. Ralph Sexton garnered three goals while Brad Bruce and Howie Richmond each added one.

With two games reminaing to be played, this year's lacrosse team has already set several new records; most wins in a season: 11, most goals in a season: 97, most shut outs in a season: 3, best season record in lacrosse's twenty year history at Middlebury.

This Saturday the team plays away at Hamilton, New York, where they hope to gain their twelfth victory. The following Wednesday they will play their last game of the season at home against the University of Connecticut. Coach Morrone plans to start ten seniors in the final tilt, and it is hoped that there will be a large crowd present to cheer this record breaking team.

(Editor's note: Your senior writer Greg Lewis will be in the twines until U. Conn. shoots. Says a team member: "We can't afford to give them more than a one goal advantage!")

Peter After Nineteen

By **NAT AYER**

"A dozen bold Afghan stallions, lashed to frenzy, collided in combat around the headless goat sprawled in the dust. These were fighting horses, giants 17 hands high, trained to kick and bite. Sweating and shouting, their turbaned riders hacked away with short whips at men and beast alike. I plunged my horse into the battle.

'Wardor! Wardor!' screamed the crowd. 'Pick it up!'

Through the billowing dust I saw my friend Mohammed Ali Hussein swoop down. Hanging from one stirrup amid the flying hoofs, he snatched the prize from the ground. His horse reared, kicked to clear an opening, but Mohammed was surrounded. He thrust the carcass into my hands.

Instinctively my horse whirled. I locked the goat under my leg and galloped for the flag, a quarter of a mile down the field.

'Mamani! Begeer!' came shouts at my heels. 'Grab it! Get him!'

But hardly had I gained momentum when a giant Tajoc rider, holding his whip between his teeth, rammed me broadside and jerked the goat out of my grasp. Before I had my mount under control, the Tajic had already thrown the carcass into the scoring circle."

. . .a girl.

With large dark eyes gazing up at blue sky, black hair falling over shoulders and green grass, peaceful, sensitive words slipped from Rona Kayeum's transcultured feelings: "Isn't this beautiful here."

Two descriptions, one rough and brutal, the other as calm as this Vermont atmosphere can be on a Sunday afternoon with the sun warming everything. Both derive their essence from Afghanistan, and portray the depth with which this Asian culture can experience life.

Rona has often asked me what I see in sports that takes it beyond the mortal insignificance in which it stagnates here at Middlebury. I can never really say, and neither can she, but the feeling that beauty can take many varied forms still pervades both our minds.

The Afghan national sport, buzkashi, goat-drag, as described above, is a crude ancestor to polo, played on ground a little larger than our football field, but with no boundaries. As many as 100 riders a team compete to drop a beheaded calf or goat into a small circle. The men carry whips in their teeth, and almost no holds or forms of attack are prohibited, and only lately have knives and chains been outlawed. Still, players are continually wounded or killed in the fury — when Rona last watched the spectacle, one man was trampled to death, and three were injured. Understandably, she considers this "a horrible sight."

Blood and Lemonade

"Time is of no essence; it (the game) goes on as long as the king pleases," Rona says. "It takes, oh, maybe an hour to make one full circle. In the last game I saw, it continued for three hours, and the score was 2-1." The riders gather 'round the goal, and on a signal attempt to pick up the "ball" and gallop to the other end, drop it in another circle, and come back to the start. One man cannot carry it for more than a few seconds before it is wrenched away or he can pass it off.

The elegant Kabul stadium is where the game is played on festivals such as the King's birthday and Independence Day. "They set up tents for us, and we watch and chat to the king and sip lemonade," she commented. Her family sits with the king's, and as we looked at the National Geographic photograph, she pointed out the king, queen, prince," and the grandfather should be somewhere around. . .well, I can't see him."

But on the field there is completely different attitude. The coarse riders come from the poor uneducated regions of the country, and their courageous spirit is virtually the same as their leathery forebears held as they rode against ceaseless waves of Greek, Arab, Mongol, and British invaders. For the Afghan, especially the tribesmen, tureh, bravery, is the prime quality. "Better come home stained with blood than safe and sound as a coward." The boldness, tenacity, the fierce fighting spirit of ageless generations lies behind the lines of this ancient Afghan song, and are lived out in every game to this day.

No Greater Thrill

The man, Mohammed, mentioned above, has broken both arms, one leg, and countless ribs while playing this game, but still, 'I can't wait for the cool season and the games every Friday." This sense of devotion is keen to these men, who might easily be killed as not.

Don't tell me you wonder why a nation that produces such a sensitive girl as Rona can at the same moment look on while blood and pain are wrenched and battered from the very bo-

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Track Trounces Cadets

By **KENNY CONN**

The Middlebury track team scored impressively over an unusually weak Norwich squad last Saturday afternoon. With a large overflow crowd from the party behind the field house watching, Middlebury tromped Norwich 97-52.

The field events were the prime source of the Panther scoring. Sophomore Glen Drug took three firsts. In the high jump he cleared the bar at 6'; he tossed the shot farthest at 47' 3 3-4", followed by Mark Yeager who placed second; and in the discus he led a three man Midd sweep, with John Ferguson coming in second, [illegible] Hill third. Midd's strong men swept the hammer also, with Ferguson winning first, throwing 145' 3 3-4", freshman Lewis McKeon second, and junior Lewis Ruberg third. In the javelin, Mark Yeager got off his best throw of the year, 193' 6 1-2", to take first, and McKeon gained third for the Panthers. Record smasher Bob Whittaker won two firsts in the jumping events, taking the long jump at 20' 10 1-2" and the triple jump with a distance of 40' 1-2". Freshman Len Wagner took seconds in both events with senior Keith Conners grabbing third in the triple jump.

Middlebury's pole vaulters also added to the rout sweeping all three places, Bob Bianchetti clearing 11' 6" for first, followed by freshman Pete Atkins and Jeff Reinhardsen.

The running events continued the commanding sweep, as Captain Peter Reynolds taking first in both the mile and two mile with very fast times. Junior Bill Hallapin lost by a nose in both the 100 and 220, but gained the second place in each. Freshman Mark Nyvall and senior Terry Morse placed one and two in the 880 gaining at last a well-earned middle distance victory. In the high hurdles "bull-like" Steve Peach tripped over the first hurdle but gallantly finished the race gaining third place. Dauntless Peach tied teammate Bob Whittaker in the 440 intermediate hurdles to split first place honors with a 59.5.

The victory was well earned and celebrated by the whole team immediately after showers behind the Field House.

Spring Thing & Girls' Golf

By **DEBORAH ERDMAN**

The Middlebury College Synchronized Swimming Club presented its first annual workshop on Saturday, May 3 in the Arthur Brown Memorial Swimming Pool. The exhibition-demonstration, entitled "Spring

Continued on page 11

Faculty Meeting

Continued from page 1

elected this semester; their deliberations will continue throughout most of next year.

The commission will be comprised of six faculty members, three tenured and three non-tenured; four students; and three administrators, including the Dean of the College and the Dean of the Faculty. The committee will meet with a parallel committee of the Board of Trustees.

A proposal to place to voting students members on the Educational Policy Committee was passed. Two members of SEPC served as non-voting members of EPC this year.

(Representatives of the First Army contacted the College officials Tuesday morning and set May 14 as the date on which a team of Army negotiators will come to Middlebury to discuss the status of ROTC at an open meeting with the student-faculty ROTC study committee.)

Senate . . .

Continued from page 2

dents would be better able to judge the merits of their own classmates that of a slate of relative strangers from their dormitories.

In other action Sunday night, the Senate voted to support Dean Peterson's proposals for "mixed dorms" (see article, p. 3), to streamline the nomination procedures for student members of college-faculty-student committees, and to allow academic credit for students who tutor disadvantaged students for O. E. O.

The last proposal is a suggestion to the Teacher Training Department to give the student tutors credit for their work so that they may spend more time at it. The students, in addition to their tutoring chores, will be assigned reading and short papers on the applications of the readings to their practical experience.

The other action, the by - law on the Nominations Committee, allows for a committee to nominate and review all candidates for members of college-faculty-student committees and to present a final slate of the most qualified candidates before the Senate for final election.

A limited supply of pieces of the original cross are now on sale at the Campus office.

Governor Deane Davis Discusses Violent Disorder On Campus

By **TED HOBSON**

Deane Davis, Governor of Vermont, said Tuesday night that he would order police on to the campus of Middlebury to end any demonstration that he felt would inevitably lead to violence even if President Armstrong did not want police action. Gov. Davis, speaking before a small group of students, said that he had an obligation to maintain order, and would take "preventive" measures.

During a demonstration with a potential for violence, Gov. Davis said, police would be on campus investigating, though they would not be readily visible. If the student action reached explosive proportions, and he specifically cited an instance where right-wing students or townspeople might be planning to retake an occupied building, he would order police to take the building with or without President Armstrong's consent. Gov. Davis was being questioned by Dan Somers, a member of the College Committee on Campus Order.

Gov. Davis and his wife queried the students at some length as to "an organization called the Students for a Democratic Society." He also questioned students as to the activities of Mobilization for Peace. He felt that many disorders were the result of a national conspiracy. During the discussion, Gov. Davis and his wife repeatedly cited a bombing at San Francisco State College and the burning of a library at the University of Indiana as results of student violence. At the close of the discussion, he was invited over to a Mobe meeting, but he declined the invitation.

Gov. Davis, when asked about marijuana on campus, said that the state police would continue to investigate use of marijuana, but he indicated that they would be inclined to move only to arrest pushers, for people "should not make money out of it." Mr. Davis characterized the use of marijuana by students as "their own business," though he felt that it is much more harmful than alcohol.

Addressing himself to the ROTC issue, Gov. Davis said that whether or not ROTC were to be curricular or extra-curricular should be "the administration's choice." He did not feel that ROTC should necessarily be given academic status, and saw nothing wrong with it existing on an extra-curricular basis. The Defense Department has repeatedly expressed concern that the ROTC program not be degraded.

BSMU . . .

Continued from page 2

acceptances or promises of financial aid at several other colleges.

He cited as an example the case of a 22-year old secretary who applied and was accepted only by Middlebury. She was originally denied aid, but stills needs it if she is to go to college next year.

O'Brien admitted that the black students will be disappointed because there is no significant increase in the number of blacks in the entering class. (According to members of the BSMU, the number may be 8 to 12.) He did say, however, that "next year, 5 percent of the freshman class will be in the severely disadvantaged group." "Severely disadvantaged" students are defined as whose yearly financial aid needs are $3,000 or more.

Tyranny . . .

To the Editor:

I would like to give thanks to and commend the students who organized and participated in the student demonstration at the last faculty meeting to petition for the removal of credit from ROTC courses. The demonstration was conducted peacefully and with a grace that conferred dignity upon us all. Our best hopes, I believe, lie in such good will. Although for over two years I have taken the position of the demonstrators, I must deplore Dick Bittman's refusal to allow President Armstrong to speak to the students. To my mind, it was a gesture of arrogance and tyranny. ROTC is not an issue between Dick Bittman and the administration, nor between the students and the faculty, it is a problem of our community, it is OUR problem. Tyranny, and anarchy, its twin, may be the fate our country is fated to suffer. But there are some of us who will oppose them in whatever forms they take.

Robert Pack

Prentiss Beaman, president of Oskalee College, Oskalee, Tennessee, from 1932 until his death in 1948, performed over six hundred abortions before he was finally petitioned to run for the Tennessee Legislature.

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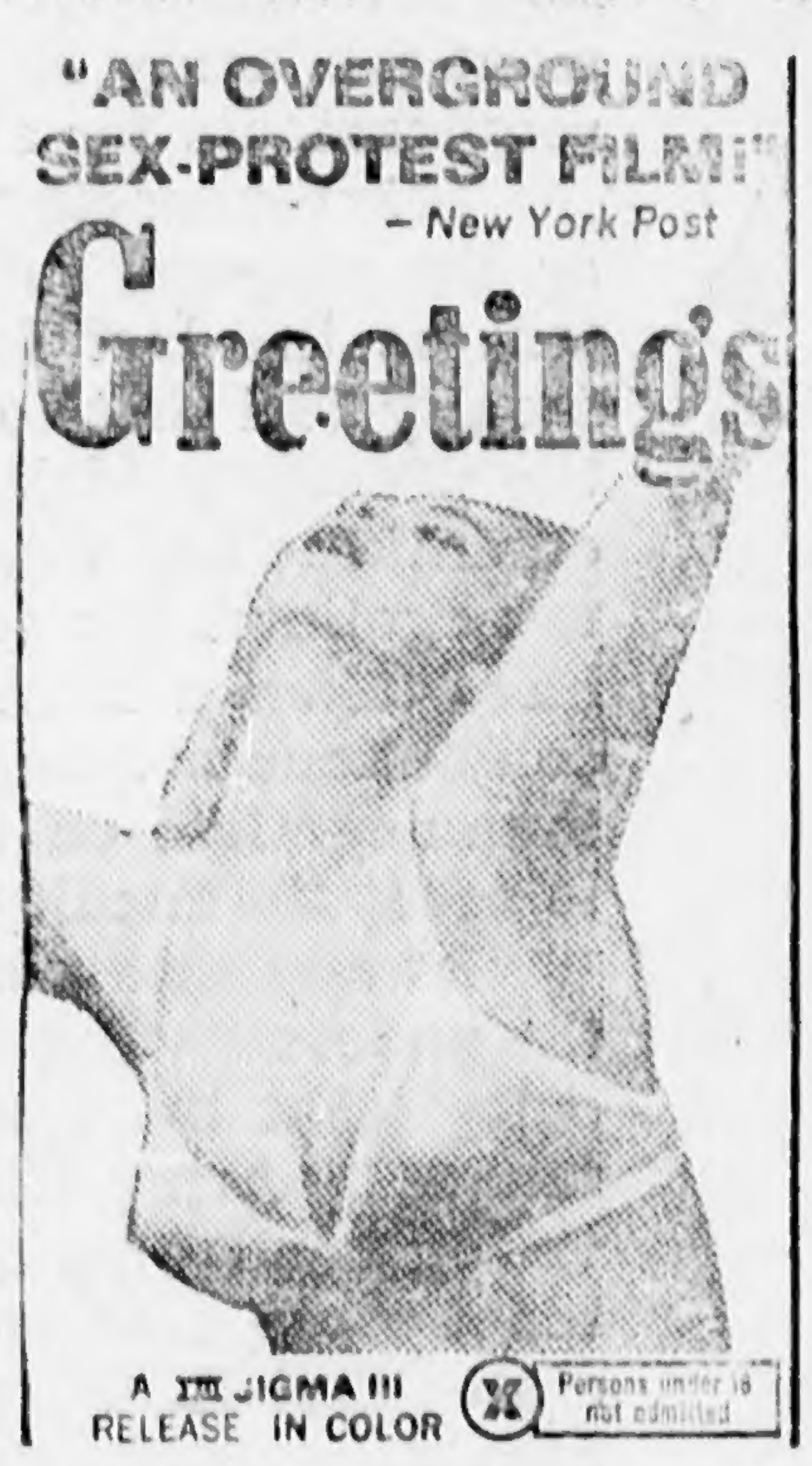
THURS. - SAT. MAY 8 - 10


"AN OVERGROUND SEX-PROTEST FILM!"
– New York Post
Greetings
A SIGMA III RELEASE IN COLOR
X
Persons under 18 not admitted

7 & 9 P.M.

SUN. - TUES. MAY 11 - 13

7 & 9 P.M.

WED. - SAT. MAY 14 - 17

CHARLY
A love story that begins with an incredible experiment!
SELMUR PICTURES in collaboration with ROBERTSON ASSOCIATES presents
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SMITH! A New...Unusual Western Hero
and
The Great Classic Nature Adventure
His name is common – but his kind is rare!
WALT DISNEY PRODUCTIONS presents
GLENN FORD
AS SMITH!
TECHNICOLOR
Three against the wilderness
WALT DISNEY presents
The Incredible Journey
TECHNICOLOR

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FRI.-SAT.-SUN. MAY 16-17-18

"CANDY"

CHARLES AZNAVOUR MARLON BRANDO
RICHARD BURTON

ALSO

"WHAT'S SO BAD ABOUT FEELING GOOD"

VERMONT'S

FINEST

DOG TEAM

Editorials

ROTC Talks

Representatives of the First Army will be here starting the morning of Wednesday, May 14 to negotiate with the faculty-student committee on ROTC's status. **These meeitngs will be open.** We urge every member of the college community to attend so that he may learn first hand what the Army is prepared to do to meet the faculty's requirements for altering the status of ROTC.

It is disappointing that the faculty did not take action on the proposal submitted by the 250 student demonstrators at the last faculty meeting. The majority of the faculty feel that to vote through anything stronger than the present guidelines would tie the hands of the ROTC committee and would leave the Army no lee way in which to negotiate. We continue to feel that the faculty should have taken a firm stand on their beliefs-making these convictions non-negotiable. The ROTC committee would then negotiate on the alternatives the army could offer to meet the faculty's position.

At any rate the ROTC committee is proceeding with the understanding that the resolutions passed by the faculty (that there should be no credit for ROTC courses taught by Army officers and that officers should not have voting faculty status) encompass the four points submitted by the students. The student proposal specifically states that ROTC will be officially designated an extra-curricular activity, that academic titles be denied to all ROTC instructors, that the Department of Military Science be formally dissolved, that the Military Science section be deleted from the College catalogue and that ROTC be listed in the catalogue only as an extra-curricular activity.

Student concern and pressure had a large part in stimulating President Armstrong's last minute phone call to the Pentagon. Student concern will be far greater when the ROTC committee negotiates on the basis of the faculty's beliefs next week at the open meeting.

Bankruptcy

In reorganizing itself for next year, the Student Senate has taken steps to improve a governing body that governs nothing; in the process, it has reaffirmed a belief in the totally bankrupt concept of "student government."

Next year the Senate will be smaller. It will have the power to remove individual members who do not fulfill the responsibilities of their office. Twenty of the twenty-five senators — five from each class — will be elected at large and not by a narrow dorm-based constituency. Hopefully, meetings will be better attended, debates will be more enlightened, legislation better prepared, and the senators themselves of higher quality than this year.

Yet even with these improvements, the Senate will remain essentially powerless. Its members will not be making decisions or formulating policy; they will still be making suggestions and formulating recommendations. Unless Dean Wonnacott's committee proposes significant liberalization of current social rules, the Senate next year will not even have control over that area of student life. Those who read the CSL report, of course know that all authority in a community of learning is based on competence. But for all the authority that the Student Senate had this year and for all that it will probably have next year, the student body here may be assumed to be completely incompetent.

The only real hope for any restructuring or reorganizing of "student government" lies in the abolition of the Student Senate and the expansion of the body presently known as the College Council. As conceived by the Commission on Student Life, the Council was to have been "the fundamental meeting place of the various competencies and concerns of the college — student, faculty, and administration." Unfortunately, the College Council's role this year has been limited to ratifying or rejecting the various proposals passed by the Senate. Yet, except for parietal requests and other social rule changes submitted by dormitories, all major legislation was initiated by the four Senate officers, with the rest of the Senate usually giving its unanimous approval. Since the four officers are all members of the Council, there was really very little need for the Senate. And people realized this. After College Council meetings were opened, students came to them and not to the Senate. All extended discussion of the issues — and what little meaningful debate there was this year — took place in the Council.

What is needed and what should be considered by the President's Commission on College Governance is an expanded version of the College Council — a College Senate in which the students and the faculty would both have a greater voice. This Senate would become a major policy-making body in the administration of the College. It would be responsible for determining admissions policy, reviewing the college budget, deciding the fate of fraternities, investigating financial aid practices, approving all plans for expansion and development.

It would work with the general faculty in matters concerning academic standards, curricular reform, changes in the grading system, the future of inter-scholastic athletics, etc. Most important of all, the Senate would remove much administrative decision-making from the hands of the few and, through proper representation, increase the influence of students and particularly, the faculty. Eventually, the Senate would assume a position of such importance that the final decisions on matters affecting the members of the college community would be made by representatives of that community and not by the Board of Trustees — for the most part, members of an entirely different community. The function of the Trustees, as one faculty member has suggested, would be limited to the area of their assumed competence: fund-raising and advising on college investments.

The possibility of all this occurring may seem very distant; a policy-making body like a College Senate has little in common with a Mickey Mouse Student Senate or a board of review like the present College Council. When the Commission on College Governance begins its study in the fall, though, this is the kind of major restructuring it must consider and, in the end, recommend for Middlebury.

S. E.

The Campus

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Dr

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Tetley Dance Master-class

By NANCY HELLER

Last Thursday, Middlebury College was given the opportunity to see one of the world's truly outstanding dance performance groups. Glen Tetley and his Company presented a Lecture-Demonstration in Dana that afternoon, and Mr. Tetley conducted a Master Class in the evening. It is no longer possible for me to consider those two events objectively, however, as I saw Tetley's Saturday night concert in Burlington (part of UVM's Lane Series), and I've been thinking about them ever since.

But my original impression of the group was not so uniformly positive because, although the program presented for the demonstration was highly professional and quite exciting, it still seemed a little strained: the dancers had just arrived by bus from New York; they performed in rehearsal clothes; some of them seemed a bit tired; they were not prepared for the cramped stage of Dana or its lack of back and side-stage area; and the limited time available to them required such unfortunate necessities as having Carmen De Lavallade (unquestionably one of the greatest American dancers of all time) stop in the middle of her exquisite solo from "Mythical Hunters."

Normal Poeple

What was good about the Lecture-Demonstration was Mr. Tetley's brief commentaries, his dancers' near-flawless execution of his unusual choreography, and the chance we got to ask questions of the entire Company, at the end, when they all came and sat on the edge of Dana stage in their warm-up clothes, looking for all the world like "normal" people.

And the Master Class was interesting; we hadn't seen Glen Tetley himself dance earlier in the day, and it was good to discover that he dances as well as he composes. But again things felt a little uneasy, mostly because, I think, so few of us were well enough trained, physically to DO very much. So he limited the class to a few very basic steps. Still, it was fun.

And that CONCERT! First was "Embrace Tiger and Return To Mountain," based on the T'ai-chi, a system of Chinese shadow-boxing developed in the 6th century. It included some of the best duet work I've ever seen anywhere, plus several notable solos, and it presented all the characteristics of Tetley's work. The group moves were all intricately timed in a sort of visual canon, which kept it from ever becoming boring or predicable; rhythms varied throughout; the Adagio lifts, etc. were always different — one hold, for example, required the man to support the woman under the armpits — it sounds strange, but it looks fascinating; the use of clenched fists along with Classical ballet foot positions created an interesting double-image the idea of shadow-boxing, which again sounds much stranger than it looks, is brilliantly handled — the love duets, etc. seem to fit well with the visual imagery of "boxing;" and what surprised me most of all — Mari Kajiwara, who had the first solo, is not only not "sullen," as she had looked before, she is absolutely arresting; she moves very lightly, has excellent technique and very sensitive interpretations, and her face is really quite pretty.

Jungle-Gym

Second was "Pierrot Lunaire," with a score by Arnold Schoenberg. It is a trio, danced by Mr. Tetley, Mr. Douglas and Miss De Lavallade. Here we saw how carefully Tetley uses props and costumes — they are only used when they will be helpful to the overall piece, and they are always kept very simple and challenging. (the first dance was done without props, in white tights and leotards — the only change came in Miss Jajiwara's hairstyle); this dance makes use of an enormous jungle gym-like construction that Mr. Tetley, as Pierrot, swings on in a most graceful manner; he wears an all-white clown suit, Miss DeLavallade wears a see-through long white dress, a

Continued on page 10

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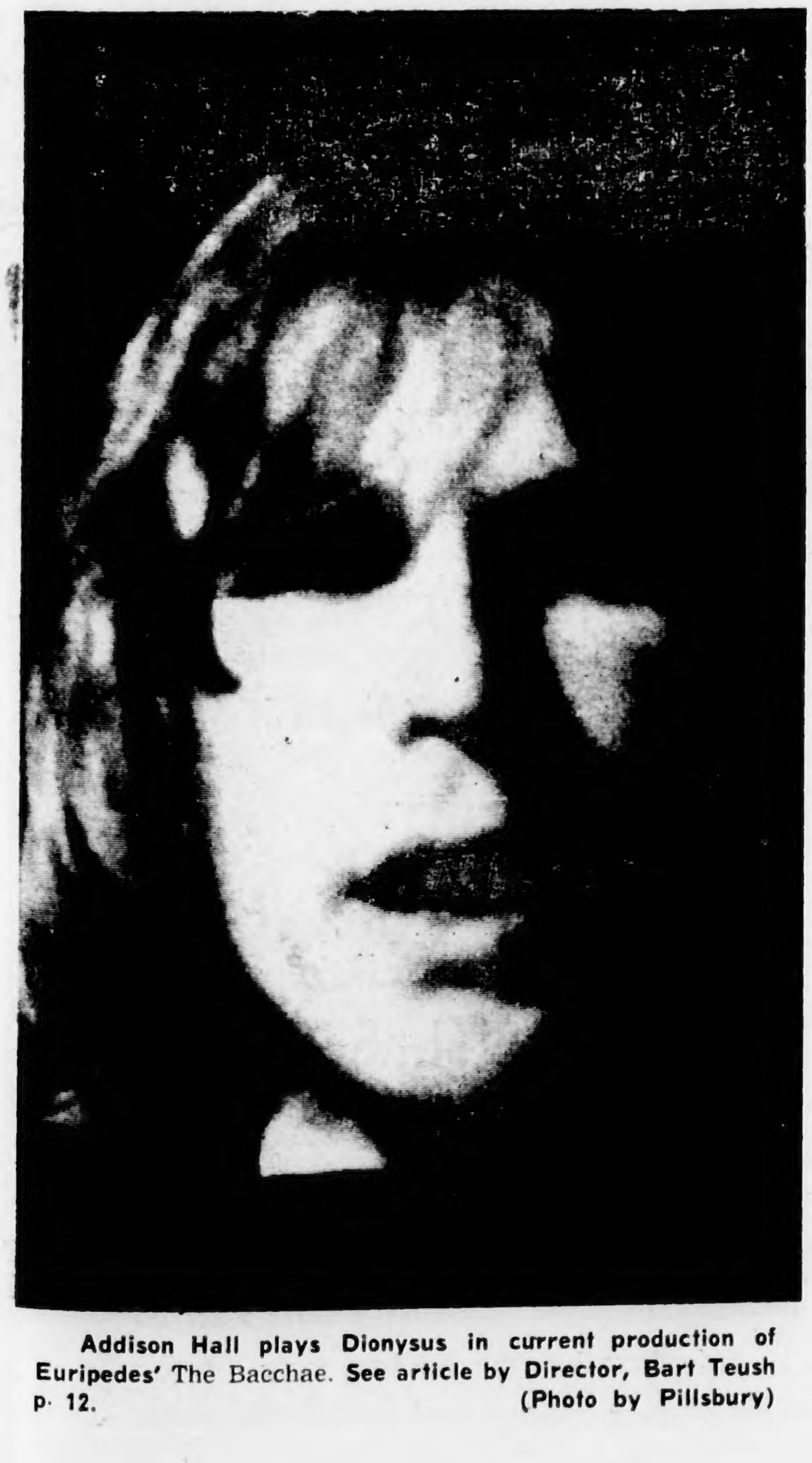

Addison Hall plays Dionysus in current production of Euripedes' The Bacchae. **See article by Director, Bart Teush p. 12. (Photo by Pillsbury)**

Cooperation Urged on New Course

To the Editor:

As two faculty members interested in the proposed interdisciplinary course, "Change, Continuity, and Justice in American Society," we would like to clarify an issue which so far seems to be the main impediment to the enactment of the course for the coming spring term.

The issue that was originally raised by members of the administration, and which has found acceptance among certain faculty members, revolves around the question of the time that will be required of the three faculty members of the Steering Committee to oversee the course. The argument is that participation in the proposed course as a committee member will demand the same amount of time as is necessary for the teaching of a regular departmental course. It has therefore been suggested that department chairmen would be unable to release members of their department to serve on the Steering Committee because they already have full teaching loads within the departmental program.

We feel that this is not the case, and that the issue is misrepresented and misconstrued. As we see it, faculty participation on the Steering Committee would consist of the following:

1. About twelve hours per faculty member during the first two weeks of the semester to be devoted to organization of the course. Faculty members would serve in an advisory capacity only, since it is expected that the students will have relatively detailed ideas as to the problems they want to study.

2. We submit that discussion groups be conducted by students, and that there be no required faculty participation. We hope that some faculty members will choose to take part in these discussions on a voluntary basis.

3. Concerning the required paper (and we feel that there need only be one paper rather that the two suggested in the original proposal), we recognize that in light of the probability of a very large enrollment, grading might take an inordinate amount of time. Hence we feel that the responsibility for grading of papers should not rest solely on the shoulders of the faculty members on the Steering Committee, but should be equally apportioned among those faculty members who are associated with the course in any capacity.

In summary, we project the maximum time required of a as follows:

Advice on organization and readings — 12 hours

Lecture presentation — 1 hour

Lecture preparation — 3 hours

Grading of papers — 20 hours assuming a maximum enrollment of 225 students with 15 faculty members grading. This amount of time can certainly be worked into the regular teaching load. They would be given one unit of credit toward their teaching load for serving as a committee members (it is three units for a regular course).

The success of the course will depend first and foremost on student initiative, effort and participation. But it is also essential that the faculty make a genuine effort to cooperate with the students in this enterprise. If the faculty really believe that that course is timely and important, and if they have any confidence in the capacity of students to help structure their own learning experience, they cannot and must not allow the proposal to become bogged down in an administrative swamp.

Jean Kliman
Faruk Logoglu

Abolish ROTC

By PETER OSTROW

To the Editor:

The demonstration at Willard Monday afternoon was a positive sign of a rejuvenation of activism at Middlebury. The movement has grown impressively since the leafletings about ROTC, the anti-CIA demonstration, the dorm meetings last fall. Yet there is a fundamental weakness here one which we must face up to. There are basic confusions about why we should act on ROTC at all. Granted, tactical unity is of utmost importance and has paid off. However, a phony unity which papers over the serious political differences that exist among us will only breed frustration, demoralization, and ultimately a profound disunity.

There have been some unfortunately negative reactions toward attempts to present divergent opinions on the ROTC question. For example, the statement presented by Henry Maciejewski at Willard, while essentially personal in rhetoric, nevertheless expressed the views of many who are vigorously opposed to ROTC, yet unrepresented by the other statement. It was disturbing to see several demonstration "leaders" so upset by the presentation of a second viewpoint. There are numbers of students and faculty who want something more radical or more moderate than the Willard Lounge statement. Only a united based on an alliance that recognizes real differences will succeed. The critique of ROTC below is presented with the intent of fostering solid discussion on this issue, discussion which should strengthen and help build our movement.

ROTC is not in any form the mere equivalent of an extra-curricular activity. Nor will wishful thinking make it so. The Pentagon has admitted that ROTC is the largest source of officers for the U.S. military: for this reason alone it is crucial to the Vietnam War and similar military ventures. Another primary reason to oppose ROTC lies in the vicious use of army troops to suppress ghetto rebellions. ROTC is also a subtle reflection of the class set-up in this country — predominantly upper and middle class students not only receive the class privilege of attending college, but are accorded the further privilege of becoming officers, while most working-class and poor youth end up as cannon fodder.

Finally, ROTC functions (hand in hand with the draft) as an effective way of damping student opposition to the war. ROTC students are offered an apparent escape from the draft; thus they are split from their real allies in the antiwar movement, while they find it next to impossible to voice their protest. Only the government has gained: by splitting the potential antiwar forces, by stifling the students who fall for ROTC, by obtaining its needed quota of pliable officers. It is true, however, that ROTC students are

Continued on page 10

To The Editor

Beautiful . . .

Editor's Note: Aubrey Dawkins was a speaker at this year's Conference on Poverty. He is a mental health worker at Lincoln Hospital in the Bronx and a leader in the black community. The following letter is his reply to a request for comments on the Conference

My apologies for not answering your letter until now, due to the fact that the people's struggle is an on going thing.

Look doll I'm not one of these people that presents from a paper, I'm a gut person and deal with truth and truth does not come from prepared papers, dig it. I didn't even get a chance to stretch out and rap with the folks.

I'll hip you and your group to one thing whenever you have a conference, it will not be the success you want it to be unless you have grass roots people to rap, shaking up not only your guests, faculty, and audience but the structure that has kept people oppressed and suppressed without ever getting an opportunity to stretch out.

Informally and formally, I'm willing and ready to come back to your beautiful whatever you call it to rap with anyone or any group on anything they wish to discuss, preferably to the issue that youth no longer has to take chump change in education.

This might not be a letter you expected to get but dig it, this is the kite I have to offer. Most important I want you to know I dug the college and the people I met, the incentive is there but the beautiful country has gotten to them, therefore, from what I've seen, "Suffer Peacefully" has set in.

There is no restriction on this kite therefore, you can publish it or do whatever you wish with it. I can only repeat myself by saying you were all beautiful.

Looking forward to hearing from you.

Power to the People.

a. b. dawkins, jr.

Rude . . .

To the Editor:

The student demonstration against the continuance of ROTC with credit on Campus, was, I feel, an example of how student opinion can be effectively registered with both faculty and administration. The demeanor of the students involved was commendable in that the demonstration was constructive and cooperative with the faculty. The issue deserves all the attention it has been given at very least, and such a mode of student expression is perhaps more reliable than what is in many opinions a somewhat biased newspaper.

There was, however, no excuse for the intolerable rudeness on the part of the spokesman for the demonstration. There was no hostility shown towards the demonstrators by the faculty or administration, and many of the students demonstrating besides myself would have welcomed a progress report on the issue from Dr. Armstrong. The demonstration was not against the faculty and administration, but rather against the ROTC department alone. There was no reason, then, to walk out or interrupt Dr. Armstrong; rather the students had a responsibility to listen to his reply to our demands since he had accepted the demonstration with respect.

One student participating said that if he had been allowed to speak he might have "reversed the tables on us." It seems that the demonstration was not (sic) provoke hostility but rather cooperation towards a common goal. Our position, then, should not have been to establish the student body as having the upper hand, thus creating a conflict situation much greater than any that does exist. I hope the faculty and administration will have the insight to see the demonstration as a sign of student concern rather than a sign of student pretentiousness, and that constructive steps towards the abolition of ROTC credit on campus may be taken quickly.

Paul T. Hempel

Continued on page 9

Bacchae . . .

Continued from page 12

able restraint, delicacy, and carefully calculated cruelty. The Victorian Age seems particularly apt. Like the world of the play, the Age is a confluence of paradoxes: inhibition and excess, nationalism and cultural eclectism, promiscuity and Puritanism, idealism and crass materialism, social morality and class injustices, a profound respect for convention, and a fascination with power of the individual will. An Age which accommodated Don Juan, Carlyle, Tennyson, Browning, Swinburne, Mill, Nietzche, Lewis Carroll and Edward Lear seems particularly vulnerable to the impulses, energies and skills of Dionysus. Whatever modern parallels we care to draw seem to be part of the imaginative exercises of any audience to any play.

Baseball Starts to Move

The bases were loaded, score 0-0 in the top of the ninth, and John Tuohy was up at bat. The pitch came in, and he belted it out into left field. It was John's only hit of the day, but it drove in pitcher Mike Goldberger and Dave Norton to score the winning runs. The Panthers withstood the following RPI rally, and when the last man was out, Middlebury had gained their second victory of the season, breaking a five game losing streak.

It was freshman Mike Goldberger who was credited with the 2-1 win. He had given a steady performance all afternoon long, giving up only four hits, two walks, and one run.

It was a pitcher's battle, as Dennis McKay of RPI had fanned thirteen Panther batters going into the ninth. He then proceeded to walk Goldberger and Norton, hit Jim Esmond, and find himself in a jam. It was then that Tuohy hit his single to win a well-deserved victory.

Another win for Forbes

It was John Tuohy again who led the Panthers to a victory, this time in the pitching role. With the abundant hitting power of his teammates piling up nine runs, he was able to relax and go all out. He gave up only one run, and although St. Michael's got eight hits, John struck out nine to lead the team to its second straight win.

The strong wind seemed to work in Middlebury's favor, as they exploded for fourteen hits, two of them triples, by Goldberger and Reynolds.

Wendy Forbes was obviously happy about the newly found success. "We are starting to play better ball now.

Buz Kashi . . .

Continued from page 4

dies of its men? Concerning the players, aside from the personal satisfaction and inspiration they derive from the risk sport, there is the honor of playing for, and receiving trophies and compliments from, their beloveded king (we must of course overlook the comment Rona with a chuckle, added, "but they don't know him"). The competitors work toward the moment that they can perform in front of him and when it comes, they are satisfied. It's a big thing in their lives, and they are always full of the excitement and feeling of the game.

As for the spectators, there is the beauty and admiration for these tough people. "They probably have not had a decent meal in days!" Rona informed me. The riders seemed to her, as she recalled from her past three experiences, "really frightening, really rugged, with long shaggy hair, leather faces, Chinese eyes, wild grins." "They're beautiful in their ruggedness. It's so raw it's beautiful!"

Oh, say can you see

She finally came out with the statement I had been waiting for: "Your football seems dull in comparison," pointing out a distinction between the two sports.

I think football is about as brutal a sport as most Americans are willing to endure. However, the bestial aspects of the games is not the important difference. Rather, it is the feeling that both player and spectator carry with them when thinking about the sport that is important. The aura of buz kashi has been described from both points of view, and I can find a parallel to this in words that Jerry Kramer wrote in his "Instant Replay," a diary of a professional football player. He writes, even after twenty-two operations: "I wanted to keep my uniform on as long as I possibly could." "I remember a very special spirit, a rare comraderie, something I can't quite define. . ." Here is the ultimate personification of jockdom talking about the great football, and it is all about a very real and sensitive feeling. It is what those terrible riders experience, and more importantly, what the Afghan spectators live through as well.

American participants and spectators are filled with a completely different sense of purpose. Gerry Alaimo slams the case shut when he chants Vince Lombardi's famed words: "Winning is not the most important thing, it's the only thing!" We play to win here; to win is the ultimate goal. People thrill at the sight of a puck zipping past a goaltender, but how many consider the equally beautiful scene of a low, soaring slap shot screaming into a goalie's closed pads, and watching it bounce back out at you. The energy invested in sports concentrates on two material goals. When one looks at the American athlete, he is confronted with the word WIN gleaming in one eye, the $ sign in the other.

Dreams — Man or Butterfly?

Torben Ulrich is a tennis player from Denmark. In an excellent article in Sports Illustrated (Apr. 7, '69), he tells something of his values. "Everything is theatre, or the dance, traveling, electronic music, athletics. I cannot separate things and say 'this is relative to tennis while that is relative to music.' "

"It is the thing — music, ball — which is the doer, not the person."

Finally comes the most pertinent remark; uttered in his "saintly, confessional" tone, facing the American squarely in black and white: "No, noooo, I will not win. What is winning?" Is not this the most fundamental question? It's strange. The Afghans, the Danes, many Eastern cultures have answered this, but the Americans have not. What matter is it that Torben Ulrich has never made it among the top five? Pancho Gonzoles used to be the best, but he must feel pain now when some younger man comes along and beats him. Will Torben ever feel pain?

Letters . . .

Continued from page 9

capability of students to make any decisions of their own; I find the immaturity of individuals in their actions and of the general body's toleration of such actions very disturbing, as I feel most responsible students should (sure I'm self-righteous), but on a more practical level, I feel that students should be concerned with the possibility of the reaction of the adult segment of the college (trustees, parents, faculty, and administration) by removing most student rights and responsibilities, and thereby turning Middlebury into the elementary school that students seem to think it is.

Ron Johansson

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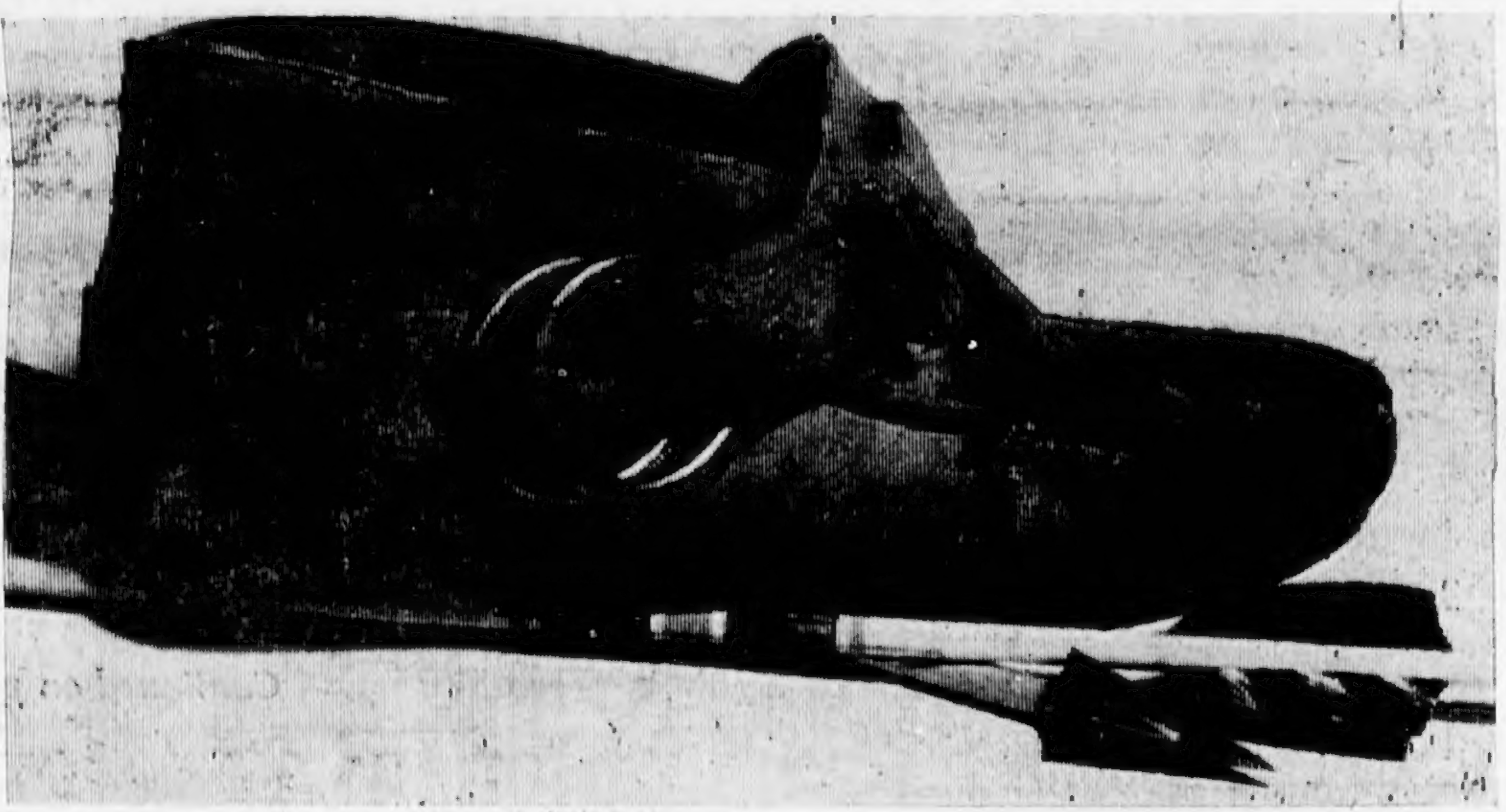

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More Letters . . .

Credit . . .

To the Editor:

Recently Middlebury College has become involved in the current national confrontation as to the position of ROTC in the academic community. In particular, our concern here is whether the ROTC advanced course should remain as an accredited course with the commanding officer of the ROTC detachment possessing professorial status on the faculty. It is our understanding that the Revitalization act of 1964 requires a ROTC military science department, if existing on a college campus, to have the above conditions.

This being the situation, it seems necessary, unless the law is changed, that ROTC continue with its present status for the next four years. In this way, recently accepted, incoming students (freshman and transfers) who may have, in some way, based their decision on the existing opportunity to take ROTC, will have the chance. In addition present freshmen and sophomores in the program (who do not receive credit) should be given the opportunity to continue, in that they have already shown interest and desire. Juniors (who receive credit), having signed contracts making them members of the army reserve and having devoted time and effort, should be able to fulfill the requirements to be commissioned.

But, let us make it unmistakably clear that we in no way favor this law. In fact, we find it restricting and rigid. In all other cases of course available at any institution, the administration and faculty have the right and the obligation to determine if a course merits academic credit. At present, the academic community has no control over the status of the military science program.

We feel that many students involved in ROTC, though favoring credit for the advanced program, would be willing to accept the course as extracurricular. Needless to say, the majority of the faculty and student body favor this extracurricular status. Unfortunately the 1964 law forbids this possibility. We feel it is time for congress to examine closely and re-evaluate this outdated law.

Finally we would like to commend the organizers and the participants in the peaceful and constructive demonstration on Monday, May 5. Also, we would like to thank the faculty for their consideration of the situation and the presented proposals.

Peter Wood
Mike Kintner

Fees Raised . . .

To the Editor:

For a long time now, students of the college have been tolerating and accepting the numerous increases in fees and some rather questionable regulations that accompany them. I am rather disturbed by one incident which typefies the administration's policies. A friend of mine wanted to tape a concert at Mead Chapel the other day but was not able to carry the thirty pound rape recorder all the way up from Allen. Instead she put it in the trunk of her car, drove to Mead, ducked into the chapel to put down the recorder, and returned to find a ticket on her car — illegal use of college streets.

The question that arises is what is the administration trying to do by raising the registration fees on the grounds that street and parking lot maintenance are costing too much, and then doing a lousy job of plowing the parking lots and not allowing students to drive on college streets? We hear now that the fees will be raised again next fall, but I doubt that we will be able to use the college streets, if only to transport a tape recorder that is too heavy to carry. I also doubt that off campus students will have the fortitude not to pay the registration fee, even if they do not use the parking lots or the college streets.

I think that this whole fees thing needs to be hashed out, and quickly at that. While I can sympathise with the administration in their struggle with rising costs, I feel that we are supposedly paying for a service, and if the service is not good and is somewhat unfair, then something is wrong somewhere.

Bart Hall

Mindless Acts . .

To the Editor:

Over the past few months I have been growing increasingly disturbed and appalled by the mounting disregard by individuals for public and private property, which reflects a more basic attitude of unconcern for personal rights in general. The most obvious examples of destruction are the windows and the candy machine destroyed in the new dorms; but because I live in Stewart I am aware of ridiculous amounts of smaller senseless damage and theft. These actions are disturbing, but what I find even more disturbing is that such actions are condoned by the community in general.

Nobody seems terribly upset, and people who are aware of the identity of vandals refrain from reporting them either because they don't want to "wreck their fun," or because they're unwilling to bear the onus of being a "rat." This failure by vandals and witnesses to report responsibility is a violation of the honor code, which everyone signed.

However, in a more general sense, it is a refusal to accept the responsibility, as well as the benefits, of living in a community. Instead of thinking of Middlebury as a "community," i.e., a body of people living together for mutual benefits, students instead think of Middlebury as a system into which they are crammed with everything forced upon them, and anything that one can "get away with" is great. This is the same attitude that children have in elementary school; but theoretically college students are mature enough to control their own lives, both academically and socially.

Such a rejection of the responsibilities that entail communal life reflects very poorly on the

Continued on page 3

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Classroom . . .

Continued from page 3

with ten or more rows of stiff chairs in which the student cannot possibly fall asleep without falling off. If we note the general change of taste and sense of awakened sense of color and touch, the meaning of theater in the round and placement in any social situation (and education is not necessarily an asocial or antisocial thing), we may make some recommendations toward a change of the classroom which transcend sections 1) and 2) above, but must be based on the considerations which they encompass.

1) Classroom in the round. The center area can be used for space, which is always valuable in itself, or for a peripatetic teacher, or in a pinch for seated students and then over forty, perhaps fifty students can use the room. In short, by breaking the old formula of seated students in sardine can rows facing a standing teacher with his back against the wall, we do not entirely lose the room's seating efficiency.

We gain entirely new things, first a sense of presense and involvement, then the teacher's potential for movement and a sense of body which will undoubtedly have much to do with his teaching efficiency. And the teacher who can use the center of the room takes attention by his being there, not just be his talking processes. Very critical! A teacher equidistant from the various students will, I feel, be more effective just by being so placed.

2) Comfort must be included in a good classroom situation if the mind is to run free and work well. We must consider the student's body sense and his more immediate tactile comfort.

Soft low chairs and double chairs which are pleasant to sit in and good to look at, comfortably padded and elegant in visual properties will be needed for a totally relaxed and freeing atmosphere. Personal taste in placement seems parallel to personal freedom in self and studies in a proper academic community. Carpeted floors are more acoustically sound than acoustically warrantable and of course most students gravitate toward the floor if it is soft and reasonably clean, as a preferred perch. I suspect that two thirds of the students in a given group prefer to sit or lie on the floor, and whatever figure we find good and reasonable should determine the ration of chairs to simply carpet space. The social ease that can be generated by this is immense. As a further stage for at least one experimental room, I suggest shoeless use of a soft carpeted room in which the carpet rests on four inches of foam rubber. This was used in New York two years ago at the Architects' Forum and the specific social note generated was incredible.

Color and art work on the walls as well as sculptural decoration projected from high walls into the overhead space, special lighting for soft conversational effects as well as strong lighting for hard reading of texts, tape used for musical background (one can in fact read and speak of Dryden better with Purcell or Blow playing softly,) again, the academic work must finally face multimedia work — these things can now be faced as a high coordinated and concerted stage for an intimate process of learning in groups of from twenty to thirty participants. Rooms with special color arrangements and sharper or softer acoustics can be designed for more and for less dynamic purposes, and the teacher can select specific premises to augment an effect he wants to emphasize, or to correct something in his manner, as for example a soft voice and a low keyed personality.

Summary:

By using some of the considerations which I have laid out here and by developing a great many more perceptions pertaining to the classroom as a device which not only responds to the teacher's needs but can suggest new uses of his skills and mind in a continually developing process, Middlebury can pioneer a new and very sensitive special skill in the area of Design for the Academic Setting. I suspect that the wildest devices we can think up now will be tame enough in retrospect, and that our society, if not our schools, is going in precisely the directions I have outlined above. The efficiency of the learning process can be stepped up many times, as most of us will admit. To capture the student's imagination we must put his body and mind at ease, and to this end I suggest careful planning and concept making, on the one hand, and at the same time direct translation of these ideatic materials into engineerable spaces for learning on the other hand. Purpose and place must go exactly hand in hand if we are to generate ideas on a real and actual educational basis.

ROTC — A Moral Issue

Continued from page 7

the victims of this situation— we should focus our attack not on them, but on our common enemy: the system that uses them and the men who run it.

It should be clear by now why those who accept in general the preceding analysis support most of the demands presented at Willard Lounge, but vehemently **oppose** granting ROTC an extracurricular status. To declare ROTC tantamount to other extra-curricular organizations — Cinema, Mountain Club, WRMC — is to obscure its worldwide political significance outlined above. The Willard Lounge statement is misleading and obscurantist because it implies that ROTC is no more than an **overprivileged** extra-curricular activity — one which must be honed down in conformance with similar campus groups — rather than the instrument of oppression it clearly is.

Total abolition, then, is the only solution which recognizes the real nature of ROTC. Anything less is a surrender, an act of tacit support for whatever use the army makes of these officers. The other arguments — academic, esthetic, etc. — for changing the status of ROTC pale beside those above. How pretty and provincial to quibble about the academic level of military science courses while the carnage continues in Vietnam! How ludicrous and snobbish to argue that we need ROTC because we produce more humanistic and cultured officers! (One is reminded of Nazi Junkers humming Mozart and reciting Goethe.) The point is that low-level officers merely carry out policies determined high above. Their "humanistic" education makes no difference in the swamps of Vietnam. O'Brien's notion of ROTC as a "service for students" blurs its function as a class privilege. And what about the rights of the Vietnamese not to be harrowed by the products of this "service?"

I hope that this letter will serve the purpose of provoking discussion about the **reasons** for abolishing ROTC, rather than merely continuing the debate about tactics on ROTC. It is opportunistic to attract support by pretending that important differences do not exist among us. And it is manipulative and authoritarian to suppress divergent viewpoints. It is now likely that the issue will narrow to the alternative of retention of ROTC in its present form or complete abolition. Some of those who really want to get rid of the program may regret their failure to have argued against it on a principled basis, when they discovered that most students may be unprepared ideologically and emotionally to fight for total elimination.

Dance . . .

Continued from page 7

floppy grey silk cape and bonnet, and a short red dress (she looks, incidentally, like a 20-year old when she dances the seductress in this work — and, though I do not know her age, I know she's been doing solo work for a very long time), and Mr. Douglas, as the villain, wears a green leotard and tights with tiger stripes, a black mask, and two short scarves, and a dagger. There is much use of sexual imagery, usually playful.

Mr. Tetley never stopped dancing this one; his mime was perfect, his dancing all excellent, his emotions always crystal clear. Mr. Douglas was appropriately villainous.

Last was "Mythical Hunters," which employed mottled leotards and tights, one enormous white scarf (used as a net) and several very long strips of some plastic material, which was most intriguing. This dance featured a chorus of male hunters, all of whom were wonderful, and gave everybody a chance to display his or her personal style to best advantage. Three of the girls — Miss McKnight, Miss De Lavallade, and Miss Kothera, played Animals hunted, all going through the same basic steps with variations. This last was the most successful of the three. It proved to us all that the Glen Tetley Dance Company, a mere three years old, made up of dancers from such diverse groups as The American Ballet Theatre and Martha Graham, is a very exciting Company, precisely because it knows how to use its own diversity to create a totally new mode of dance styles and dancers bodies.

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The Fantastical Harvard Strike: An Eye-Witness Report

By FOUR AND A HALF

The strike at Harvard University probably never was a reality; instead, it was a fantasy which is nice for fantasies are very American. I came to this conclusion after spending a weekend in the general area of Boston during the week of the strike. My opinions are based on several incomplete conversations and fewer lengthier ones, and also the superb special on the strike that was put out by the **Harvard Crimson.**

The first contact with the strike was with a man who is in charge of a special education program that is run by the graduate school of education. Having known each other for four years I was able to talk freely. He said that he understood the students demands, but was not in support of all of them, only about 43 percent of them. The main reason for his objections to some of the demands were financial. According to him, Harvard is as tight money wise as any campus in the country. I later found out that if ROTC is severed from Harvard, the University will lose about a million and a half dollars or in more realistic terms about three professors from every undergraduate department. (And Middlebury? How much does Middlebury get from the Department of Defense? Hmm? Hmm? Hmmmm?) He condemned the administration outright for its use of police force. He also gave the impression that the faculty had shown its true color which was neither pure liberal pink nor pure American liberal white, but rather chickenshit yellow, and that all they really wanted to do was save the university so that they could still have a job by which they could live comfortably. Who can blame them except perhaps themselves.

I had talked to that educator on Saturday morning, and spent the day being hassled by metropolitan Boston. That afternoon, I went to Radcliffe to visit a fellow racist who was the sister of a friend of mine. She had been quite caught up in the whole mess. Whether or not she was SDS or not, I can't say that I know, but she did talk like one. Here are the resulting images I gained from the conversation with her about the local chapter of the Students for a Democratic Society, and the Afro-American Society.

White Supremacist

She, like this writer, is leaving the Ivory Castle in the east where she has spent two years in an "institute of higher education" to go to California in search of the possibility of a place which might be able to tear itself apart and rebuild itself in the image of modern man. (She and we came to a somewhat workable definition of modern man — no longer is man to struggle to survive at the expense of others i. e. Darwin's survival of the fittest, now man is struggling to stop from self-destructing.) Why to California? Partly because it is the home state for us, but more important is the fact that private institutes like Harvard and Middlebury are founded in the finest, self-perpetuating, white supremacist, and so they have no heritage that is meaningful to modern man.

This heritage of Harvard is evident in the demands of the SDS. The demands were limited to ones that were attainable within the acceptable means of protest. (Don't forget that almost all violence extending from protest over the past five years can be directly attributed to the establishment.) Demands such as the end of ROTC, the end of expansion etc. Chapters of SDS on some campuses desire to see their institute leveled to the ground, but not Harvard's. Harvard's is more INTELLIGENT; they just want to change Harvard a little. Their action was honest, at least, as opposed to the faculty. Still the action on the campus was relevant only to Harvard. Some might say that the strike at Harvard is the most noticeable example of what is happening on every liberal arts campus around the country. Maybe that is the reason why the New York Times made such a big thing of it.

I have been especially disappointed in the showing of the blacks at both Cornell and Harvard. Those poor boys at Cornell are still fighting to prove their equality. This isn't their fault of course, and they should be commended on their patience with the white community, but what a hassle to have to prove that you're human too.

Human Now

Fortunately, the blacks at Harvard are human now, but I fear that in becoming human that they become a shade whiter too. They have banded together and called themselves the Afro-American Society which sounds good. During the strike and previous to it, they had been asking for a department of Afro-American studies in which they play a major role in everything from selection of courses and professors to maintenance of buildings. The compromise they got from the administration was outrageous. Sure they got their department, and they even regained a right students lost several hundred years ago, the right to select one's professors.

The department, however, will not become a reality until (1) the money is raised, (2) a staff is made, and (3) there are students willing to major in the department. The first stipulation should prove to be a small hassle that will be quickly overcome. However, for Harvard to find an outstanding bunch of professors in a field that is completely new, and for which there are very few even minimally qualified people, it will take several years. Only unless Harvard swallows its pride and heritage and hires people of mediocre and poor quality, and allows them to interact freely with the students will this department begin to function. What brings us to the biggest burn of the whole department: where are the students going to come from?

As it set up now, the department for Afro-American studies at Harvard allow for the major no more than four electives over four years plus two full sets of general examinations (the equivalent of comps.) In addition, it has been calculated that the work load from the courses that will be required will be substantially higher than the normal work load. The inanities go on and on with the result that no student in his right mind would attempt to major in this fine new department. I hope to see the blacks at Harvard take advantage of these injustices to bring about the changes they want. What they want is somewhat unsure to everyone at the moment. I just hope they aren't prissy white radical SDS-type changes.

Strike

Sunday morning was spent talking to students in Harvard Square about the strike. (Whatever happened to Saturday night?) Some cared, most did not. Those who cared, cared about Harvard. I was nauseated after several hours because I felt like I was in a great big, enveloping, sucking Middlebury College. I had been sitting on a bench, and the time to leave blessed me with its presence. So I started walking across the grass which was dead from the winter and soggy from the previous day's rain. Noting that the grass was dead and soggy, I knelt down and wrote in the dead, soggy grass the title of a song by Steppenwolf, "Don't Step On the Grass, Sam." And then for the sake of irrelevance, I added "STRIKE!" Some guy walked over looking like an SDS, and asked me why I wrote that, and I said, "Because it isn't good for the grass to walk on it when it is dead and soggy." And I walked off in search of a bathroom.

No, the strike at Harvard did not accomplish very much. It was noteworthy to Harvard types, perhaps. Yes, it was definitely noteworthy to Harvard types i. e. most of America. However, only two student strikes from this decade will be recorded in history books dealing with the United States: The Free Speech Movement at Berkeley which created the first real students in the United States, and the attempt to shut down San Francisco last semester.

Girls Sports . . .

Continued on page 4

Thing," was attended by clubs from the University of Vermont, Skidmore, and Green Mountain College.

Golfers Smith and Emeis

During the same weekend, Middlebury was also represented in the Women's Eastern Intercollegiate Golf Championships held at Vassar College. Two girls on Middlebury's golf team, Linda Smith and Sue Emeis, competed on the rolling Dutchess Country Club in Poughkeepsie, N. Y., but were unable to beat the winning score of 78 shot by a Skidmore woman.

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Euripedes' The Bacchae

By **BART TEUSH**

The story of Dionysus' revenge on Pentheus and Agave is one of those distant and suggestive myths which works with evocative and fitful power on the mind of a modern audience. Yet Euripides' play is set at a slight but disturbing distance from our thought and feeling. The play jars between a world of archytype and magic on one hand and practical politics on the other. Euripides sets up severe and complex tensions between and within his characters. "The Gods," Cadmus suggests, after his ordeal and Pentheus' death, "should be exempt from human passions." Euripides' Dionysus is and is not.

The profound sense of pity, the imaginative sympathy achieved by Cadmus and Agave, Pentheus' murderer and mother, is not nor cannot be shared by Dionysus. His disguise in the mask of man is not a disguise at all. He is simultaneously exempt from and slave to human fallibility, and inversely, human dignity.

A director of The Bacchae must find a means to preserve the delicate balances of the play. In 1969 it is tempting to succumb to one or another device of our contemporary theatre. One might take Euripides' text and swathe it in its archeology, have the chorus cut meaningless figures and strike square-jawed poses in an attempt to revive the sort of ritual assumptions which are defunct for both actors and audience. Or, he might sacrifice the content of the play, the sum of its psychological, moral, and esthetic parts, to the self-indulgent cliche-ridden exhibitionism, the arbitrary updating of the text, in a brassy, popularized, "relevant" syntopicon. But Pentheus is not Mayor Daley, nor are the chorus inchoate Yippies. And Agave cannot enter smeared in red calcimine, naked, writhing about in playschool gore.

Somehow the play must perch precariously between fiction and fact, the possible and the impossible, the recognizable and the mysterious. For this reason I have chosen to produce the play as if it were a formal reading, a reading staged by the actor playing Dionysus, a reading contrived by him to destroy the psychological flesh, not the physical flesh of his fellows. To maintain the necessary distance from our times and yet find a recognizable equivalent to the fictional setting.

I have chosen to set the play in a Victorian drawing room where its allusive necromacy can be worked out with toler-

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"Col. Livingstone, I presume?"

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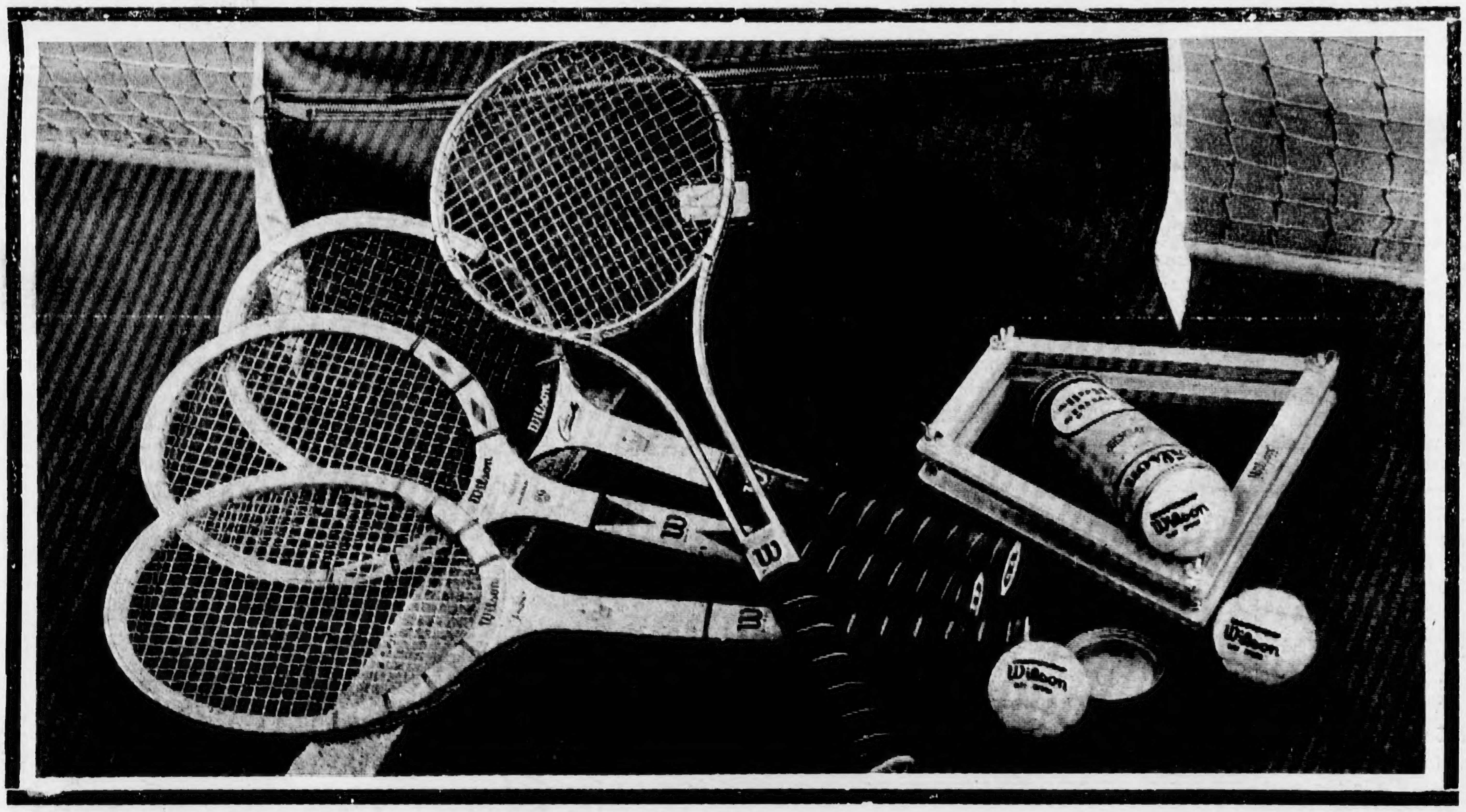

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